**Major Interpersonal Assesment/ Fashion Show Project**

**May 1, 2014**

You are going to be taking part in a fashion show “en FRANÇAIS!” You will be working in a group of 2 for this project as each person will take a turn being the model and being the host (describing the model’s clothes). Remember this is a fun activity which will be used for a Major Grade so remember to take the assignment seriously and complete all the planning required.

You will need to complete the following steps

STEP ONE --- PLANNING YOUR WARDROBE

YOU MUST PLAN IN ADVANCE WHAT YOU WILL BE WEARING THE DAY OF THE FASHION SHOW. YOU MAY EITHER WEAR THE CLOTHES TO SCHOOL THAT DAY OR MAY CHANGE BEFORE CLASS BEGINS. MAKE A LIST OF WHAT YOU INTEND TO WEAR (the clothing article and its colors). PLEASE BE CREATIVE. TRY TO CHOOSE INTERESTING CLOTHES THAT HAVE A VARIETY OF STYLES AND COLORS. MUST HAVE AT LEAST 5-6 CLOTHING ARTICLES ON WHICH WILL BE DESCRIBED. ( Also accessories)

STEP TWO – WRITING THE SCRIPT

YOU WILL BE WRITING A SCRIPT DESCRIBING THE CLOTHES ONE PERSON IN YOUR GROUP IS WEARING. YOUR SCRIPT SHOULD CONTAIN THE FOLLOWING:

1. The persons name ( Elle s’appelle……….) remember you are using “Elle” (she) or “Il” (he) not “Je” as you are talking about someone else.
2. Description of what your model is wearing (Elle porte…….) as well as a describing word such as colour when talking about the clothing.

STEP THREE - PRACTICING

ONCE YOUR SCRIPT IS WRITTEN YOU WILL NEED TO PRACTICE WITH YOUR GROUP AS YOU WILL BE MARKED ON HOW SMOOTHLY THE FASHION SHOW RUNS.

IMPORTANT ITEMS:

It is important you remember to bring your clothing on the fashion show day.

If you want to have background music you may bring in a CD that can be played in the background or we will run it on the computer.  
Remember you need to have a French designer you have been inspired to create your cloths.

***Défilé de Mode* Project Rubric**

Nom:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CATEGORY | | | | **Excellent** | | **Very Good** | **Satisfactory** | **Needs Improvemnt** |
| **French Pronunciation/ Fluency** | | | | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one or two words. | Often mumbles or cannot be understood OR mispronounces more than one word. |
| **Quality of Interaction and expression** | | | | Consistent engagement in the interaction: ability to sustain and advance in the conversation. Generally expressive. | | Consistent engagement in the interaction: ability to sustain the conversation.  Generally expressive. | Some engagement in the interaction: ability to sustain the conversation. Difficult to follow dialogue. | Minimal engagement in the interaction, little ability to sustain the conversation. Very difficult to follow dialogue. |
| **Vocabulary** | | | | Student describes 5 or more different clothing items in the target language. | | Student describes 4 different clothing items in the target language. | Student describes 3 different clothing items in the target language. | Student describes 1-2 different clothing items in the target language. |
| **Language control (adjectives/nouns agreements etc.)** | | | | Every clothing item is described using an adjectives, such as colour or season used for | | Most clothing items are described using adjectives (more than half). | Few clothing items are described using adjectives (less than half). | Only one or two clothing items are described with adjectives. |
| **Props & Enthusiasm/ Content** | | | | Student uses several props (could include costume, music) that show considerable work/creativity/enthusiasm and which make the presentation better. Creative use of situation. | | Student uses 1 prop that shows considerable work/creativity/enthusiasm and which make the presentation better. Message communicated. | Student uses 1 prop and some enthusiasm which makes the presentation better. Message not completely communicated. | The student uses no props OR the props chosen detract from the presentation/ student shows little to no enthusiasm. Message not communicated. |